



Part I Reading Comprehension (20 marks)

Passage A (20 marks)

Read the following passage carefully then answer the questions in complete sentences in your own words.

Musings on Creativity

1 [1] In the space of a week I have **devoured two books** by the wonderfully talented and
inspirational writer Elizabeth Gilbert. Those of you who are familiar with the phenomenon that
was Elizabeth’s memoir *Eat, Pray, Love* will recognize her name. She is a brilliant writer, an
5 extraordinary woman, and someone I felt a kinship with from the very first moment I read her
words. This kinship is not because we are both writers. What made me recognize my connection
to Elizabeth Gilbert was the way we view the act of writing itself, the creative process, and how
closely it links with divinity.

[2] All artists, across all disciplines, often speak of an entity or thing that resides outside of
themselves, a thing that helps their creative projects, that provides inspiration and, sometimes,
10 drops the fully-formed work of art directly into their minds. Artists have described experiences
whereby they feel they have become a channel through which art and creativity are manifested
into our physical reality. I have felt this myself. When I am **in the “zone,”** you could say, when
my writing is flowing from my mind down through my fingers and onto the page with almost
lightening speed, I know that something else is working through me. Something outside of me
15 is helping me, nudging me along. As I’ve continued to develop both my writing and my spiritual
life over the last few years, I’ve come to realize that these two aspects of life cannot be
separated. In fact, as Julia Cameron talks about so passionately in *The Artist’s Way*, art and
creative pursuits are a spiritual process.

[3] Being an artist is a direct link to the divine. Artists work with the divine to create works of
20 art. That’s the beauty of a creative life. In a video I discovered on YouTube, Elizabeth Gilbert gives
a thought-provoking speech about her belief that the artist is not a genius, rather the artist *has*
a genius—that entity or thing that resides outside of **them** but who offers support and guidance

25	<p>during the act of creation. Elizabeth discusses this idea with reference to ancient Greece and Rome, where people believed creativity came from another source, not from human beings. “People believed that creativity was this divine attendant spirit that came to human beings from some distant and unknowable source.” The Romans called this “sort of disembodied creative spirit a genius.” The genius was the entity that provided creative inspiration to assist the artist in their work.</p>
30	<p>[4] Elizabeth goes on to say that during the Renaissance, when the human being became the centre of everything, “above all gods and mysteries,” people began to refer to specific artists as <i>being</i> a genius, instead of <i>having</i> a genius. This put a lot of pressure on one individual and “creates all these unmanageable expectations about performance.” As a writer, I sometimes suffer from crippling self-doubt; it seems to come with the territory. I do not consider myself a genius, far from it. But I do feel pressure to write something brilliant, to prove my abilities.</p>
35 40 45	<p>[5] Yet something I have learnt of late, and something that Elizabeth Gilbert’s speech has given substance to, is that my only requirement as a writer is to turn up to the page and to write. That’s my job; to turn up, to commit to writing, and then to get out of the way. Because if any kind of creative energy is going to come through me from the divine source, the ‘genius’, that is waiting in the wings to assist me, I must be, first and foremost, open to it. When I step out of the way, stop trying so hard, stop trying to write the most perfect sentence ever constructed (which I say is an expectation placed on a lot of writers, even if only by their own egos) then a true act of creation can occur. What Elizabeth Gilbert is saying in her speech was informed by the situation she found herself in, after the monumental success of <i>Eat, Pray, Love</i>, as she was trying to write her next work, with a world’s expectations on her shoulders. Would she ever write something good again? Could she ever top that success? And that’s when she realized; to have “the sheer human love and stubbornness to keep showing up,” to continue to write was all she could do. Writers live a creative life; we must turn up to the page. But creativity itself is not something that comes from the self, from the individual. Creativity is larger, grander, than mere human existence. Creativity is spiritual; it comes from the divine.</p>

Refer to the passage and answer questions 1 to 8 on the Answer Sheet. Answer the following questions in complete sentences. (10 marks)

1. What do you think is meant by the phrase ‘devoured two books’ in paragraph 1, line 1? (1 mark)
2. What is Elizabeth Gilbert known for? (1 mark)
3. How does the author of this article feel a connection with Elizabeth Gilbert? (1 mark)
4. What does the writer mean by the phrase ‘in the zone’ in paragraph 2, line 5? (1 mark)

5. What does the word 'them' refer to in paragraph 3, line 4? (1 mark)
6. Why does the modern conception of genius put pressure on authors? (1 mark)
7. How does the author think it is healthy to imagine the creative process? (2 mark)
8. What qualities does Elizabeth Gilbert think she must possess in order to recreate the same success? (2 marks)

True (T) or False (F)? (5 marks)

9. The author of the article has published a memoir called Eat, Pray, Love.
10. Writing is unique among the arts as writers feel they are being inspired by the divine.
11. Elizabeth Gilbert believes that artists are geniuses.
12. The Romans had the same conception of creativity as Elizabeth Gilbert and the writer.
13. The Renaissance was when ideas about creativity started to change.

Fill in each blank with ONE word only. The words may or may not appear in the passage. (5 marks)

Elizabeth Gilbert is a bestselling __14__ who is famous for her memoir Eat, Pray, Love. She argues that the __15__ period was a time when our view of creativity changed from earlier ideas dating back to the __16__. Her philosophy is that people should not think of themselves as __17__, but as having genius. The writer of this article says that she feels a strong __18__ with Elizabeth Gilbert in this sense.

Part II Grammar Usage (37 marks)

A. Vocabulary (15 marks)

Choose from the words or expressions in the box below to complete the sentences. You may have to change the form of the vocabulary.

serendipity	bark up the wrong tree	propose	foreshadow	regret
radiate	upset the apple cart	alienable	proliferate	plagiarism
exaggeration	lament	retribution	reimburse	transformative

1. There has been a recent _____ of literature on the environment.
2. Jeffrey had to be cautious when giving negative feedback, for fear of _____.
3. It wasn't 30 miles! Don't _____.
4. A lot of Scottish folk songs _____ for lost loves.
5. When in the cocoon, caterpillars _____ into butterflies.
6. After his wife had been murdered, Barry wanted _____.
7. I know you think I did it, but you're _____.
8. I promise that when I get paid next week, I will _____ you with the money I lent you.
9. It was _____ that we found the place by complete accident.
10. The speech in Act 1 _____ the death of the king at the end of the play.
11. If you _____ someone else's work, then you will be disqualified from your exams.
12. I often get _____ by strange men.
13. When she walks in the room, she _____ happiness.
14. It is all humans' _____ right to have food, water, and shelter.
15. I'm sorry I just ran over your cat. It was a _____ incident.

B. MC Cloze (12 marks)

Choose the best answer for each of the blanks.

1. Don't wash that sweater in hot water, _____ it will shrink.
2. _____ the vacation, we had the most wonderful weather imaginable. Sunshine all the way!
3. Police arrested a man last night in connection with the murder. They expect to charge the _____ this morning.
4. Right, Mrs Jones. Take this pills twice a day and if the problem _____ more serious, come back and pay me a visit.
5. When each group of tourists have paid the entrance fee, _____ them with a picnic hamper and two parasols.
6. You are the only person in this company who _____ access to both the staff phone list and the bank information of every employee. Please remember that it is a huge responsibility.

7. We all just looked at the bill and then realised that _____ wasn't even included! So we had to pay another 15% on top of that! I am never going back to that restaurant.
8. We got home to find the children _____ down the marble hallway in their socks.
9. This house is so old now. When it rains, the windows leak and the roof needs to be replaced soon. _____, we love it and would never move to another.
10. You can't ignore this problem any longer. You have to _____ with it so we can go on with the plan.
11. I don't like watching soap operas and films on TV. I prefer documentaries with _____ people talking about their lives.
12. Has someone moved the drinks _____ the table while I was gone? I'm sure that glass in front of Peter was mine.

1	A. unless B. if C. moreover D. otherwise	2	A. along B. throughout C. moreover D. all in all	3	A. guilty B. suspect C. condemned D. arrested
4	A. goes B. becomes C. turns D. develops	5	A. give B. provide C. lend D. give out	6	A. takes B. opens C. has D. sees
7	A. services B. serving C. serves D. service	8	A. skide B. sliding C. falling D. crashing	9	A. nevertheless B. although C. though D. despite
10	A. do B. solve C. deal D. beat	11	A. reality B. real C. authentic D. genuine	12	A. off B. along C. around D. on

C. Form of Words (10 marks)

Fill in each blank with the correct form of the word in the bracket.

1. The _____ (attraction) dressed woman is my aunt.
2. I am highly _____ (doubt) that you can fly just by flapping your arms.
3. Some people are still _____ (insist) that the world is flat.
4. Yesterday my girlfriend _____ (expect) visited me. I was so excited to see her!
5. Most countries have strong _____ (restrict) on owning handguns.
6. I would like to be a children's _____ (illustrate).
7. The Olympics attracts _____ (compete) from all over the world.
8. My career _____ (advice) told me to study chemistry.
9. The child spoke _____ (energy) about his trip to Disneyland.
10. This movie has had exceedingly high _____ (recommend).

Part III Proofreading (14 marks)

Correct the mistakes in the numbered lines without change the meaning. Do not make unnecessary changes or changes to punctuation. There is only one mistake in each numbered line. Corrections must be done as follows:

Wrong word: underline the wrong word and write the correct word above it (example a).
 Missing word: mark the position of the missing word with a '^' and write the missing word above it (example b)
 Extra word: delete the extra word with a 'X' (example c)

proofread	
I have <u>proofreaded</u> the work.	a
have	
Jessie and Kenneth ^ just finished their dinner.	b
Coming to school early without x having breakfast is...	c

Balinese Monkey Chant

The Monkey Chant is a form of dance and music drama which developed in the 1930s in the Indonesian island of Bali. It is performed primarily by men, although a few women's groups exist. 1

The piece is performed by circle of 150 or more performers wearing checked cloth around their wastes, percussively chanting, and throwing up their arms, depicting a battle from Hindu mythology which the monkey-like Vanara helped Prince Rama fight the evil king Ravana. 2

The Monkey Chant was something originally a trance ritual, but it was adapted by German painter as a drama including dance, intended for performance before them Western tourist audiences. This man worked with Wayan Limbak, who popularised the dance by arranging for performances by Balinese groups torring internationally. Since, the Monkey Chant has become big internationally known. 5

Some say, however, that the some Balinese were already developing this form of the charnt before this German arrived on the island, which was then furthered when Europeans took liking to it. 6

Since then, the sounds and sites of the Monkey Chant have infiltrated European and American films and music, including movies famous directors Federico Fellini, the Coen brothers, and Ron Fricke, and pieces of music by John Adams and Mike Oldfield. 7